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THE MUSKET

Lexington High School's Student-run Newspaper — since 1969

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Staff photo by Chris Alessandrini

A camera at the entrance of Bowman Elementary School is closely monitored in the main office as visitors enter and exit.

LHS's safety concerns to help build community

By Mia Karnofsky
News Editor

This year, Clarke Middle School announced plans for a surveillance camera system similar to the ones Harrington and Fiske Elementary Schools have already installed, which shows the contrast in security between these schools and Lexington High School. Other than the annual lockdown and the ID stickers visitors wear around campus, security at LHS is nearly invisible. There are no surveillance cameras or metal detectors, and students are rarely required to show their identification cards. LHS's security entails a much less dramatic system, but some adjustments may be coming in the near future.

While students may not be aware of the measures that constitute the school's security, they are very aware of specific incidents that draw attention to this issue. After threatening messages appeared on the walls of the school last year, speculation arose about potential student violence on the date written in the graffiti. Though the date in question came and went, the issue did not go unrecognized.

According to Principal Natalie Cohen, the high school is overall a "very trusting place in the way it is built and operated," which is manifested in the open layout of the school and students' off-campus privileges.

"But this means that we all have to assume personal responsibility," says Cohen, which "forces adults to be watchful," as well as students. Since virtually anyone can walk on campus from a number of entrances, Cohen says the faculty steps up to ensure that the school is safe. This includes administrators who are assigned specifically to walk around the school at certain times during the day.

Cohen nonetheless stresses that the most significant security problem may be the day-to-day threat to personal property, as opposed to specific incidents of violence. Comparing the security at LHS to that of Weston High School, where she was vice principal for eight years, she says she has noticed that theft is a primary concern of staff and students at both schools, and that it has seriously increased over the last few years.

The most significant security problem may be the day-to-day threat to personal property, as opposed to specific incidents of violence.

Cohen attributes this recent spike to the increase in the value of items that students regularly carry with them, such as iPods, cellphones, laptops, and graphing calculators. Stealing

SECURITY cont. on PAGE 2

Community service changes to bolster overall efficiency

By Noah Karr Kaitin
Editor-in-Chief

The senior dash is underway. Lists are finalized, transcripts submitted, essays written, and countless hours spent devoted to stressing over everything college-related. One hallmark of the "dash" is getting all those community service hours in.

Andrew Silberman, a senior, describes community service at LHS as being in a state of "institutional limbo" and "a program that has potential." Silberman's words echo a sentiment of power resounding in the halls of LHS, a sentiment that change is coming to community service.

Certain alterations have already taken place this year, the most visible being the hiring of Leeann Swanson for the position of Community Service Secretary. All community service forms go straight to Mrs. Swanson, who is in charge of either approving or denying the hours. According to Principal Natalie Cohen, having Swanson involved in the process has made record keeping "a lot smoother."

Following the appointment of a Community Sevice secretary, the LHS Student-Faculty senate has spent a great deal of its time discussing potential modifications to Community Service. As of press time Senate has not passed the "Transcript Bill," which would remove the number of hours of community service a student has completed from their transcript.

All community service forms go straight to Mrs. Swanson, who is in charge of either approving or denying [community service] hours.

According to Senator Hil-

SERVICE cont. on PAGE 2

Former English teacher, Mr. Murray, passes away

By Noah Karr Kaitin
Editor-in-Chief

Column

On Dec. 26, Kevin Murray, one of Lexington High School's longest serving teachers, passed away after a battle with stomach cancer. Murray officially retired in 2002 after close to five decades of teaching at Lexington.

Every day, Mr. Murray would button up his suit and drive to school in his beat-up car from his home in Lexington, priding himself on scantly missing a day of school. When my freshman English teacher took a leave of absence for the second semester of the year, we tiny freshman had no idea what to expect from her replacement, the retired Mr. Murray.

What we got was a heavy-set man whose short grey hair gave him the appearance of baldness. Ms. Dewitt, who was paired with Mr. Murray, as our History teacher remarked, "had high expectations of his students and bent over backwards to give them every possible opportunity to improve and to succeed." He had a way of balancing this strict, almost punitive, demeanor with an overarching commitment to educating us.

In the beginning, it was hard to see past the stricter side of Mr. Murray. We quickly learned that as a teacher, Mr. Murray was always willing to help and work with his

MURRAY cont. on PAGE 2

Provocative musicals are OK. Op/Ed — Page 3 | Published poets come to LHS. A&E — Page 4

Senate Briefs

By Noah Karr Kaitin
Editor-in-Chief

The LHS Student-Faculty Senate has certainly kept busy. In addition to debating a major overhaul of how community service is overseen, Senate is also debating a "Fair Notice Bill". This bill would require teachers to give one day's notice to students who have been assigned an in-school detention. Many senators, led by Senior Moderator Emily Sillari have been working with both the administration and the Town of Lexington to institutionalize a recycling policy at LHS. To that extent, Senate is working to take the responsibility for Recycling out of the hands of students, and instill it into the very heart of our school. Senate also spent some of the last few weeks talking about the user fees athletes pay for their respective sports. Some Senators have qualms with the fact that certain sports athletes have to pay the same fees as others, even though their teams get less appropriated funding. The Senate has also pursued the issue of recycling at our school, and senators have been trying to rustle up the correct number of recycling bins and ensure that they become prominent fixtures in both classrooms and gathering areas around the LHS campus. A new addition to Senate this year has been opening with riddles, which serve to challenge and delight the governing body. Senate always encourages participation from students and faculty alike, regardless of whether they are senators. If you have an issue you would like resolved, are just a true fan of parliamentary procedure, enjoy a good riddle, or just want to find a good use of your time during X block, hit up Senate. You can usually find us in the Library's Media Center.

MURRAY cont. from **PAGE 1**

students. The only reason I have any semblance of understanding grammar is because of our afterschool seminars.

In class, we quickly dived headlong into the course material. It was clear as day that this was somebody who deserved to be listened to. I remember him remarking of "Romeo and Juliet": "that is one of the poorest excuses for a Shakespeare play you guys could possibly read." He then proceeded to recite, from memory, lines from both that play and other Shakespearean works he found to have more merit. I had never seen a teacher with that kind of commitment to his subject.

Ms. Dewitt put it simply, "he knew [the material] cold."

Mr. Murray used to tell us that, "God gave me my voice, and every week I make him pay for it by singing my heart out at church."

He would then break into his customary recital of Irish ballads for us to enjoy. While his voice may no longer grace our world, his legacy lives on in the hundreds of students whom he taught throughout his years at LHS. Speaking for them, I believe I can say that he will be missed.

SECURITY cont. from **PAGE 1**

and selling these high-priced items can be profitable. Because it directly affects students, lockers are the most prevalent victim of the rise in theft, but they are not the only one.

On Nov. 18, Dean William Cole made an announcement about lunch tickets being stolen. Cohen confirms the significance of this problem, and she proposes that the use of school identification cards in the lunch line is "something that might happen in a couple months." A great deal of money is lost to cafeteria theft, she says, and Weston has found using ID cards to be an effective solution.

As far as taking drastic action to deter other kinds of security dangers, Cohen says the administration will be cautious. While a system presumably intended to catch vandals will not be a part of the LHS security system, other changes are taking place.

The high school's plan is to take smaller measures in order to prevent those attempting to steal or deface property from succeeding and even from trying in the first place. So far, the new policies include signing into the library and closing Commons I after school. Cohen hopes that getting new locks and keys for the entire building will eliminate at least some preventable incidents.

Still, she emphasizes, creating a sense of community is an important protective measure. Because "it's easy to hide in a crowd," students who are not following the rules can remain practically anonymous. Cohen wants to use school assemblies in addition to her own conversations with students to dissuade them from threatening the school. Instead of implementing a big security system and incriminating the student body, she says, security is about "protecting our students, not cracking down."

SERVICE cont. from **PAGE 1**

ary Ludlow, "I expect the bill to pass". Students should expect the bill to become law next year, as Cohen has said she plans to sign it.

In addition to the Transcript Bill, Senate has spent a significant amount of time discussing the possibility of the school accepting political work as a viable option for students to receive community service hours. The change would reverse the status quo and allow for activities such as voter registration and door to door canvassing for a political campaign, and work for special interest groups to potentially become accepted means to gain hours. According to Ludlow, "the debate has been relatively divided between both sides."

Given the chance to comment on the change, Cohen made clear that she wants to "see more debate where I'm witness to why this shouldn't occur. I need to hear what the naysayers have to say."

While the decision must first come from Senate, Cohen does seem to be gravitating toward accepting the change and allowing political work to count. While she doesn't want to be "the person who forges ahead with this," Cohen would rather observe the debate as it developed in Senate. Cohen also expressed tentative support for the change, declaring it to be, "pretty straightforward" from her perspective. If any change happens at all it will come from Senate, and all students are encouraged to take an active role in the debate.

Cohen does believe that under her watch, "community service will expand in both definition and in resources," but the system in its current form is not one that should be considered lacking.

"This is a very aggressive and, despite difficulties, really smoothly run program. I like it a lot better [than in Weston] because it's part of the system here." Decrying Weston's brand of tracking community service, she chides the "awards that were given [to students]" and how that "really ran against my grain."

Students should look for both long and short-term changes to be made to the current system, changes that come from both Senate and the Administration.

Cohen sights her "vision of community service expanding in ways that incorporate more resources in the community" as a goal she hopes to achieve in the next couple of years. At her side will be Secretary Swanson, whom she expects will "make some of those bridges [to the community] occur".

In the end, however, Cohen believes that community service will always remain at the prerogative of the students: "It's on the student to decide what's appropriate for him or her." She is equally firm in her belief that it is the school's responsibility "to expand the opportunities afforded for each student to choose from."

Letter to the Editors

The Musket's recent article on technology was misguided and skewed toward the negative. The final tribute to the tech department does not supercede the lack of research for this article. The district's Data Base Administrator was not consulted about the infrastructure, improvement plan, or current financial resources. Despite tough times, the tech staff has replaced more than 180 high school computers in the last two years. The 2007-2008 Technology Committee gathered specific data related to teaching and learning, yet there is no mention of the final report.

For the record: Rediker does have scheduling limitations, but the majority of problems stem from our unique master schedule, high expectations for graduation requirements, and a commitment to maintaining electives courses; Anaces was never linked to Rediker, it was created by a faculty member, tailored to our Attendance Policy; Currently, Rediker's limited attendance program has increased the data entry process; five building secretaries enter daily attendance for 2,000 students, and period attendance for 171 teachers over 32 blocks per week.

The "unmitigated failure" of First Class is erroneously attributed to a lack of ease for home installation. In reality, most students never attempt to load the client. The infrequent use of this communication tool is most likely attributed to familiarity with Facebook and Gmail, rather than complications with the product. Faculty and student preferences must be considered in future planning; *The Musket* should consider speaking with the Data Base Administrator, the Director of Guidance, and the school's coordinator when presenting the state of technology.

LHS Assoicate Principal
Ms. Laura Lasa

THE MUSKET

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LHS fall musical ignites discussion, and that's O.K.

By Mark Chonofsky
Editorials Editor

This past fall's school musical "Assassins" had people talking.

"[The musical] doesn't give any answers to questions it poses," says Bri Ervin, the musical's stage manager, "it makes you think about ... how it's not just black and white and how there's all this grey in between."

"Assassins" follows the assassination attempts of historical assassins and confronts moral issues along the way. It introduces the audience to the nine historical presidential assassins in order to illuminate the issues surrounding their attempts.

These facts were troubling for many people.

"We were expecting a lot of emails," said Abha Gallewale, the assistant director, "and we did get a few emails. I know we did."

As Mariah Sloane, who played Lynette Fromme, put it, "the show presents the assassins as three-dimensional people that [the audience] can relate to, which is troubling to some people because they don't want to relate to something so horrible."

"Instead of just being a name in a history book," said Christine Hsiao, a junior attendant, "it shows how they were perhaps influenced into an assassination."

The musical's language was also a problem for some. Sam Melton, a senior, complained about "swearing for the sake of swearing," though he did think that the profanity contributed to the musical's "overall abrasive atmosphere."

"I didn't mind [the language and violence] too much," said Hsiao. "But I couldn't really picture little kids sitting through it."

Mr. Bogart, the director, intended to present the musical that way. In his director's notes, he discusses Bertolt Brecht's "alienation effect," in the tradition of which the musical attempts to place itself. Theater of this nature, he writes, "turns ... the strange and detestable into something familiar and intentionally stirs our thoughts and feelings."

"Critical thinking means being alive and alert at the theater," he wrote in the director's notes. "We tried to embrace this point of view."

More than a decade ago, LHS staged "Kindred," a play involving vampires, blood sharing, and suicide, and before that, LHS developed a drama called "Winter's Fruit," which examined father-daughter incest. LHS was broadly criticized at the state level for both shows, but, Bogart said, "we never got any criticism from the Lexington community."

The long-term effect of the musical cannot be immediately known, but it certainly succeeded in making people think.

"I don't think ["Assassins"] necessarily gave the same message to each person," said Gallewale.

RYAN MAHER
NOT NOW FRESHMAN! I'M DOING APPLICATIONS!
LOOKS LIKE SENIORS AREN'T THE ONLY ONES WHO FEEL THE COLLEGE GRIND!
I was just wondering if you wanted to buy some candy....
LHS '09
200 SCHOOLS
THESAURUS

Comic by Ryan Mahar

Push yourself to new heights in 2009: stop leaving trash on the lunch tables

By Zach Miller
Editorials Editor

When I was young, maybe around six years old, I was at Michael's in Burlington. While my mom was looking around for Halloween decorations, I killed some time by wandering around the store as I pleased. Right near the checkout was a rack of miniature mugs.

Each had their own name on it ranging from Abigail to Robert. Conveniently, there was one that said "Zach." I had to have it. I quietly slipped it into my pocket while making sure that no one saw me. It was the perfect heist until my mother did the laundry and discovered my plot. She asked me if I took it. I said "yes," and I was scolded and told never to steal again. Lesson learned.

This short vignette can apply to most people, yet somehow at Lexington High School, it seems as though the lesson didn't stick in some peoples' minds. Overall at LHS, security isn't our biggest concern. There rarely are fights, and the average student feels safe and protected whether that be from our police liaison on campus, Officer Rettman, or our teachers' willingness and activism to inform the office if they see a non-student or teacher in our halls.

This year there was one incident where teenagers who do not go to LHS went into the boys' locker room with the intention of stealing from backpacks or open lockers. The intruders were apprehended by Officer Rettman thankfully, yet this was one isolated incident. Our problems with theft are not because of large amounts of strangers coming on to the school grounds. The overwhelming majority of theft is committed by LHS students.

This is not an article saying that every student except myself steals. On the other hand we cannot simply use the excuse that it is only a handful of students who are causing the problems that force Commons I to be closed. That would be too easy because when it comes down to it, we are responsible. We, as the students of LHS, are grouped together into one student body whether we like it or not. Therefore it is our obligation to treat our school with more respect. I'm not saying to rat on your friends. I'm not saying that you should play superhero and stop every single crime that happens. The cliché and dreaded phrase of "being responsible" isn't even hard to manage in our situation.

Don't steal. It's honestly not that hard. Somehow though it seems that the urge ... stretches to every corner of the school.

Don't steal. It's honestly not that hard. Somehow though it seems that the urge to take others' belongings stretches to every corner of the school. At least once a year, one will hear a fellow classmate complain that someone stole their calculator. People take magazines from the library. Even photo paper disappears occasionally from Ms. Lowe's cubbies. Spend $50 dollars at Staples, subscribe to the magazine, and get your own paper! Are we stealing through necessity? I doubt it.

Security measures that the school takes are not the issue. So what if our lockers are easy to pop? No one should be trying to force the lockers open anyway. It's simply disrespectful, and not because of how annoyed the student who has that locker will be, or not because of how frustrated the administration gets. It's disrespectful to yourself because we all know that if someone stole your calculator, you would be playing the very same "someone stole it" card.

I define leaving trash all over the floor and the table in Commons as ... wait for it: disrespectful.

If you wouldn't mouth off to your teacher in class, why would you mouth off to a teacher — who simply has garbage duty — that the lunch tray "isn't yours?" And who hasn't heard the Nobel Prize deserving excuse of "But can't the janitor do it?" Yes, and you are a student who comes to school to learn not be a pig, so next time you see that empty lunch bag on the floor, bend over, pick it up, and throw it out.

I promise that all the exertion won't wear you out before that volleyball class you are rushing to get to.

New sign-in policy to make library use more productive

By Hannah Galin
Features Editor

News Feature

The lines of students waiting at the front desk in the library reflect the library's new policy: everyone must sign in unless he or she is coming in with a class, regardless of grade or open campus status. If a student wishes to leave the library before the end of the block, the student must sign out. Head librarian Harriet Wallen said that the librarians try not to let more than 100 students into the library at a time. Students may have to wait a few minutes for someone to leave in order to take an open spot.

The librarians realized that a change had to be made after the evacuation drill took place early in the school year. The problem was that they had no idea for whom they were responsible. Principal Natalie Cohen and Wallen discussed the safety issue and both feel that had a real emergency occurred, there may have been a crisis.

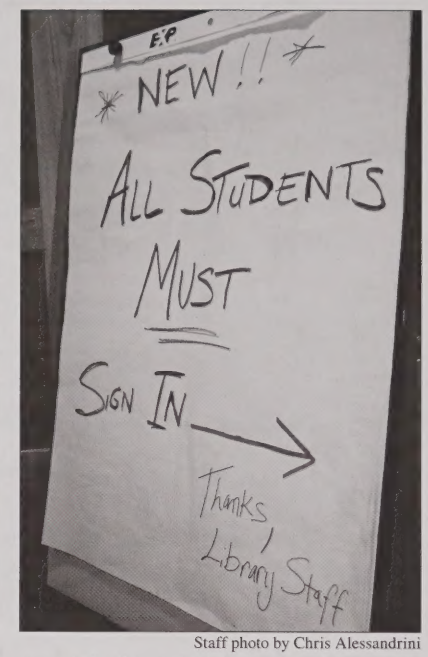
The decision to separate the sign in sheets by grade was made as a result of the librarians' decision to stop letting students in during one crowded C Block. Several students, mostly upperclassmen, felt that the library was too crowded because of the new Senate bill. The new bill that passed last year enables freshman and sophomores with passes to go directly to the library without first visiting their study hall.

Cohen received many complaints and concerns, and so to be fair to all grades, the sign-in sheets were separated.

Cohen sent out an email to teachers asking that students receive passes for the library only if they have legitimate work that cannot be done in a study hall. She understands that there is a "critical mass going down there because it is a comfortable place to hang," but she wants "people to be using the library for library purposes."

As it turns out, juniors and seniors use the library far more than freshman and sophomores. Between Nov. 3 and Nov. 12, the combined average of 349 11th and 12th graders used the library per day while the combined average of 9th and 10th graders per day was only 135 times.

Wallen hopes to rearrange the space in the library to fit more people. The librarians are in the preliminary stages of working with professional library consultants, BiblioTECH Associates. The librarians are hopeful that changes can be made by February vacation, but Wallen acknowledges that the issue will be money. Changes could include getting rid of the "big comfy" chairs and putting in more tables and chairs, which would maximize the number of people that could fit in the library at once.



Staff photo by Chris Alessandrini

A reminder for students to sign in and out of the library has become a workaday fixture in the library.

The quota becomes important as one looks at the mass of students using the library every day. On both Nov. 3 and Nov. 7 there were 575 students who used the library. On Nov. 10 there were 615 students who signed into the library. When asked about the change in policy, senior Noah Paulson replied "it's OK except during X Block; then, it's annoying." X Block is the most heavily trafficked block, with 200 students coming in on Nov. 5 and 225 on Nov. 12.

The students who get turned away often have nowhere else to get study materials because many teachers do not have extra textbooks to lend to students. If the situation during X Block becomes bad enough, the administration might consider stocking an empty classroom with textbooks. For now, better get to school early if you want a seat in the library Wednesday morning.

SOCCER cont. from **PAGE 6**

create those emotions in a way that no other activity or part of life can.

In their final home game and the quarterfinals of the North Division 1 bracket, Lexington played Brookline. Brookline took an early 1-0 lead. Our fans fell silent, and it was the first time all season that I realized that the team could actually lose. However, they battled back and after tying the score just before halftime, took a 2-1 lead in the second half on a great goal by Sleiman. That 2-1 lead would end up being the final score as Lexington survived their first real scare.

In the North semi-finals, Lexington faced Framingham. Most people at this point know the outcome of that game. Lexington was dragged down by two injuries from the previous game, Boreiko and Ballenthin, as well as an injury to Garcia in the first half and Swanson in the second. The quicker Framingham team won the game by a final score of 3-2.

The fans left the stadium with a palpable aura of sadness. For the players the emotions showed on their faces, whether it was tears or just general disbelief. I had trouble even walking out of the stadium. Leaving would mean that the season was over and I was not ready for that to be true.

What I will remember is not whether or not they won the state title, but the magic they created both at the school and within my own heart. Watching them play created more happiness for me, as well as, I'm sure, for many others, than any sports team that I have gotten to watch. For that reason alone, the LHS varsity Boys' 2008 Soccer season is the season I will never forget.

Visiting Poets grant pushing seniors to find their voice

By Abha Gallewale
Editor in Chief

For many seniors, English classes consist of class discussions, essays, and reading assignments. But for certain students who are taking Modern Literature, Contemporary Literature, or Creative Writing this year, these ordinary classes are supplemented by visiting poets who share their experiences and answer questions about their careers or passions in poetry.

Through a grant called Visiting Poets: Bringing Poetry to Life, a group of five English teachers are able to bring guest speakers to their classes a few times each year. Headed by Dr. Kathi Macklis, the idea was first formed to "address a particular portion of the student body to help them understand that poetry is really a part of our daily lives."

As individuals who are at the cusp of their high school education and questioning possible career paths, the grant strives to present "real people in authentic situations who are managing to build lives and families and careers." While some poets choose to compose poetry for a living, others maintain it as a passionate interest while pursuing other professions. By listening to these speakers, students' writing can take on a "new sense of purpose and fulfillment." The seniors can build upon their learnings over the past four years in English class and apply them to life situations.

In addition to Dr. Macklis, a small group of teachers were involved in selecting the poets. They first sought to answer the questions of the usefulness of poetry. How could it be addressed, reflected upon, applied to real life? How can poetry spur discussion of language? Many looked at different poetry publications to decide which speakers would give the best answer to these questions. Balance was extremely important in order to provide students with a wide range of exposure; the teachers searched for speakers who could work well with the adolescent community, even if these men and women were not necessarily the most famous or most published.

After experiencing the lectures of five guest poets, the students are buzzing with discussion, awaiting the arrival of the next speaker.

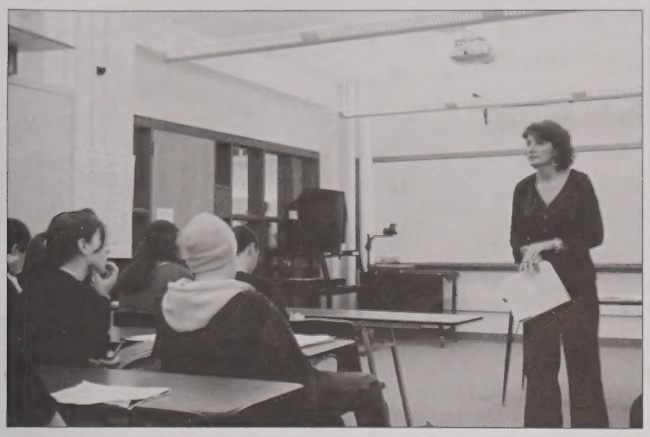
As a result, the poets invited to speak ranged from college professors like John Hodgen to slam poets like Jamele Adams to high school English teacher Carla Panciera.

To test the success of these speakers, Dr. Macklis invited two of this year's poets to last year's senior English classes and used the students' comments to compile the program grant.

As a teacher, Dr. Macklis describes the experience of watching the writers as a positive experience. "By reading things on the page, students sometimes miss out on [the poem's] full meaning. [Seeing] students who previously had little or no interest in poetry and who now look at it in a new way and want to write" is the most rewarding aspect of the process.

To supplement their presentations, some poets plan to return for a second time this year to workshop with the classes. Before each poet's first visit, the students and teachers are provided with packets or full texts, which contain some of the poet's works. Sometimes, they request that the class study a certain poem that has recently been published in

POETS cont. on **PAGE 5**



Staff photo by Chris Alessandrini

Visiting poet Carla Panciera imparts her creative process during a formal poetry and Q&A with aspiring writers taking part in Dr. Macklis' Visiting Poets: Bringing Poetry to Life grant.

POETS cont. from **PAGE 4**

order to answer specific questions during their visit. Other times, they fulfill individual student requests to read various works of poetry.

After experiencing the lectures of five guest poets, the students are buzzing with discussion, awaiting the arrival of the next speaker. By changing the classroom environment and allowing them to observe the joy that poetry can bring to others, these teachers have instilled a love of writing in their pupils, just as they'd hoped to do.

Q&A with visting poet Carla Panciera

The Musket: What's the most rewarding thing you feel about becoming a writer?

Panciera: [Since "One of the Cimalores"] was published, I think what's been really rewarding about it is the response that I've gotten, especially from people I know. I went back to my hometown and I got a very warm welcome, and that was important to me. It didn't matter [what] literary critics said about it. Ultimately, you think when you want to write that success is going to [arrive when the book is a] bestseller, [wins] a Pullitzer, or something like that. And then you realize that it's really the same people you've always wanted to impress [that matter]. When my mother goes to the doctor's office and someone says, "Hey, your daughter's the poet!" and my mother gets so thrilled about that, you know, that's the best part.

The Musket: What do you feel is the best part about coming to talk to your readers?

Panciera: I love talking about the creative process with anyone, but I think that it's great for especially writers, kids who want to write, just to get their questions answered and to know that people are out there and writing, too. I didn't meet any writers when I was a kid. I met Robert Cormier when I was a senior in high school but I had no idea what writers really thought about or what their process was. They were real people and they put socks on in the morning and things like that. I think that's good, and I also think it's good to talk to non-writers about the process and especially the poetry, something that seems so inaccessible sometimes, to hear the stories behind it and the people who write it and find out some stuff about it.

The Musket: Do you think it makes a big difference between reading the poem yourself and then hearing the actual poet read it themselves?

Panciera: I definitely think so, and I don't like to go to a reading where the poet just reads. I like the background, too. I like to hear where it comes from. The finished product is cool, but the process is always the most fascinating thing to me. How did that come out? Where did it come from? That's what I want to know.

THINK ABOUT IT:

The wisest mind has something yet to learn.

-George Santayana

Pad Thai Café a delight

By Alec Yeh
Senate Editor

Infested by the local Berklee musicians, Pad Thai Café is home to the most authentic Thai food around. The restaurant, by now a veteran of Boston, specializes in fast Thai cuisine without sacrificing the flavor; all for a price that restaurateurs, these days, would consider insane.

The interior is large with booths on one side and tables on the other. The contemporary wall décor creates an illusion of waves. Their bus-your-own-table policy works surprisingly well; rarely is there trash laying around the tables. At the end of the restaurant, a native Thai speaker stands behind the cash register. The desk, decorated with a fish tank along with Buddhist and Thai ornaments, welcome the patrons. The menu is displayed on a blue board that takes up a fourth of the entire wall. Available are the specials written in chalk in the lower left-hand corner, often times written in Thai.

The best part about Pad Thai Café is the food. For starters, the pancake ($4.75) resembles the popular scallion pancakes available at Chinese restaurants. However, this version uses fluffy rice flour, much more filling than its Chinese counterpart. The classic Tom Kah Soup ($3.75), made with coconut milk,. mushrooms, and cilantro, comes with an abundant amount of sometimes overcooked chicken or shrimp. For a more authentic dish, try the Yum Nuah ($9.30), which is grilled beef mixed with chili paste, cucumbers, tomatoes, mushrooms, lemongrass, red onion, and scallions, topped with a little-too-much citrus lime juice; it may be too sour for those who aren't use to it. Be sure to eat it with white rice; it's how natives eat it. Pad Thai Café offers a variety of rice and noodle dishes, most of which are generously portioned. The ever-popular Pad Thai ($7.60) could use a little less fish sauce and could be a little bigger, which is why the Pad See You ($7.15) and Pad Woon Sen ($7.60) may be a better alternative. As for the rice dishes, the variety of curries are enough to make any foodie's head spin. My personal favorite, the Hot Basil with beef ($9.95), is the spiciest of them all. The aroma of the basil enhances the flavor of the Thai chili, giving your mouth an extremely spicy yet refreshing experience. By the end of a meal at Pad Thai Café, dessert becomes a chore.

The simple yet savory cuisine of Pad Thai Café, along with its accessibility from the Green Line and Newbury St., makes this restaurant the hidden gem of Boston.

LHS fall musical "Assassins" tackles 'mature' material

Staff photo by Chris Alessandrini

Junior Tommy Moriarty (foreground) as assassin Leon Czolgosz in the musical "Assassins."

By Nikita Nadkarni
A&E Editor

Review

On the nights of Nov. 19 through Nov. 21, the fall musical took place at Lexington High School's Gillespie Auditorium. This year the musical was Stephen Sondheim's "Assassins," a revue-styled portrayal of the assassination attempts on American presidents. Directed by Mr. Steven Bogart, the musical had a very talented cast, spectacular ensemble, and ingenious set. The musical started with a bang, literally, as the protagonists played the "Shoot a President" game at a carnival booth. While the historical content of the musical was not completely accurate, the information provided was still interesting, as the assassinations were shown through the view of the assassins, as opposed to the presidents.

The musical provided some insight into the thought process and reasons behind the assassinations. Junior Kate Christman said, "[The musical] showed a different side of American History which was interesting and fun."

The accurate historical background was provided in the program, which helped the viewers familiarize themselves with the factual history before seeing the point-of-view of the assassins. However, even with this preparation, many student and adult audience members found the musical's story confusing, as the assassination events were not depicted chronologically. Many stu-

MUSICAL cont. on **PAGE 6**

Musket file photo

Sophomore Kyle Petersson makes a dash for the ball during the boys' varsity soccer game against Woburn 11-9-08. Lexington went on to win that game 1-0.

A boys' varsity soccer season to remember

By Jacob Friedman
Sports Editor

Column

I had been looking forward to the start of the soccer season since school began in August. Not only did I have several friends on the team, but I also knew there were great expectations for it.

In the beginning the crowds were relatively small. It was usually me, wearing the jersey of my good friend John Boreiko, as I did for every game; four or five of my friends; ten to twenty other students; and the parents of the players on the team. Everyone who was there knew they were witnessing something special. The team had a certain magic, and the fans could feel the team's unity. Yet it was neither this unity, nor the massive amounts of skill that gave off that incredible feeling. Nor was it the top twenty-five national ranking that they were granted by ESPN. The players had a sense of bravado that I had not seen before from a Lexington High School soccer team. The players knew they were good, and as a fan, that cockiness they had made it clear that I was witnessing greatness.

As the season went on, more and more people in the school, the state, and even the country became aware of the team's greatness. The team quickly climbed to number one in the state rankings. Senior co-captains Diego Garcia and Zack Abdu-Glass, the goalie, made their way into the Boston Globe by the end of the season. In the ESPN national boys' soccer high school rankings, the team peaked at a ranking of eight in the country. Within the Middlesex League, they were unstoppable. The team went undefeated in the regular season. Their perfect 18-0 season was a school record.

At school, no one could stop talking about the soccer team. Sophomores like Kyle Peterson and Thomas Ballenthin had become household names because of their stardom on the field. Junior starters Kristian Driscoll and David Levin experienced a similar status change. The long list of seniors on the team, including Dan Flaherty, co-captain Max Swanson, Nate Meyers, Sleiman, Garcia, Boreiko, Abdu-Glass, Danielle Abela, Dan Smoot, and Max Blumenthal, had become icons.

On a personal level, I was incredibly excited for the playoffs. I had been to the majority of the home games and four of the away games. I had earned the reputation of the team's superfan, and for a team of that quality, it was a reputation I cherished.

In their first playoff game, after having a bye, they faced Woburn in Lexington. Come playoff time, the fans really started to show up. There were hundreds of people, and it was difficult to get a spot where you could actually see the game. The Tanners had been one of their toughest opponents during the regular season. It definitely did not favor Lexington to play a team who had already seen them. Woburn knew our strengths and weaknesses and was able to make the game interesting. At halftime the score was still 0-0.

Woburn had got some good shots on goal, but Abdu-Glass was doing a great job. As time started to dwindle, Garcia made an incredible move to position himself for a shot on the goal and nailed it. The crowd, including me of course, went nuts. Garcia, as he had promised me, immediately ran over to me, and we chest bumped. The team had followed him over to where I was on the sideline, so I got to be a part of the celebration. The team went on to win the game 1-0 and advance to the next round.

When Garcia gave me that chest bump, the incredible emotions of the moment made everything else in the world completely irrelevant. It is moments like that chest bump that make sports so special. In no other context could a fan experience such an incredible amount of happiness. Sports

SOCCER cont. on **PAGE 4**

20-1
How it went down

Opponent	*Score*
Belmont	5-0 W
Woburn	6-2 W
Wakefield	6-0 W
Winchester	5-2 W
Watertown	4-0 W
Reading	5-0 W
Stoneham	5-2 W
Melrose	1-0 W
Burlington	4-1 W
Belmont	3-0 W
Woburn	3-0 W
Wakefield	5-1 W
Winchester	1-0 W
Watertown	4-0 W
Reading	4-0 W
Stoneham	3-0 W
Melrose	2-0 W
Burlington	4-2 W
Playoffs	
Woburn	1-0 W
Brookline	2-1 W
Framingham	2-3 L

Girls XC undefeated league champions

By Michelle Ho
Sports Editor

When the season began back in August, they were just a group of individuals with a common passion for running. But in the following months, the Lexington girls' cross country team pulled together to prove they are indeed a team in every right. Having graduated three of their top five runners, the team sprang out of summer ready to defend last year's league championship title. Under their new coach, Lindsay Mosca, the girls trained hard and prepared for a tough season.

Late on a sunny October afternoon, the Lexington girls left no doubt in anyone's mind who the champions were. Ending their undefeated season by winning the Middlesex League meet, the girls beat out rivals Winchester and Reading for the league championship title. Leading the varsity team to victory was junior Shereen Salem, second out of 61 runners, with a time of 15:36. Salem, who won every race during the season, save for Reading and Stoneham, got her revenge on the Reading runner by edging her out with three seconds to spare. Salem was followed by captain Anna Sheridan, who covered a lot of ground quickly in the last two miles to finish eighth with a time of 16:32. Critical points were scored within the next minute by freshman Sarah Foster (11th in 16:45), junior Alais Hewes (17th in 17:15) and sophomore Lauren Carter (27th in 17:36). Captain Michelle Ho (29th in 17:38) and freshman Stephanie Yost (32nd in 17:45) kicked in hard to round off the team with close finishes.

The varsity girls were encouraged by the earlier victory of the junior varsity girls, with Lexington sweeping up the first six places in that race. Senior Andrea Druga had an amazing lead and finished first with a time of 17:34 and fifth overall on the team that day.

Following consecutively behind her were freshmen Sarah Lockwood and Christine Leung, sophomores Olivia Burger and Perrine Heymann, and senior Rainey Ruocco. The Lexington girls' commitment and focus proved that they will be back as strong as ever for the next season.

MUSICAL cont. from **PAGE 5**

dents felt that the plot 'skipped around' too many times. Additionally confusing was the use of multiple narrators as well as some protagonists becoming narrators later in the musical.

Overall, the audience enjoyed the performance. Teachers were especially impressed with the effort and hard work put forth by the crew, pit, and cast. Especially noted by the high school community was the voice of the narrator, or Balladeer, played by Sarah Hebert-Johnson. Many viewers expressed their dismay that her role was so minor in the second half of the musical. Adult viewers also found the set and effects impressive, especially the detachable and rotate-able pieces of the background set and the car used in the driving scene.

This year's musical was set apart because it was meant for a mature audience due to its serious content, yet it was also humorous. Students, however, felt that while the cast was spectacular, the musical's plot itself was confusing and that certain scenes went on for too long.

"The cast was very good, but the play itself was very boring," remarked Grace and Mary Bongiovi. "The performers did the best with what they had."

CORRECTION

Due to a reporting error in the last issue of *The Musket*, the times of Amy O'Brien's swimming records were mistakenly misleading — the implied comparison of 100 meter Olympic times with 100 yard high school times. *The Musket* always strives for accuracy.

Love us? Hate us? Write us.

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